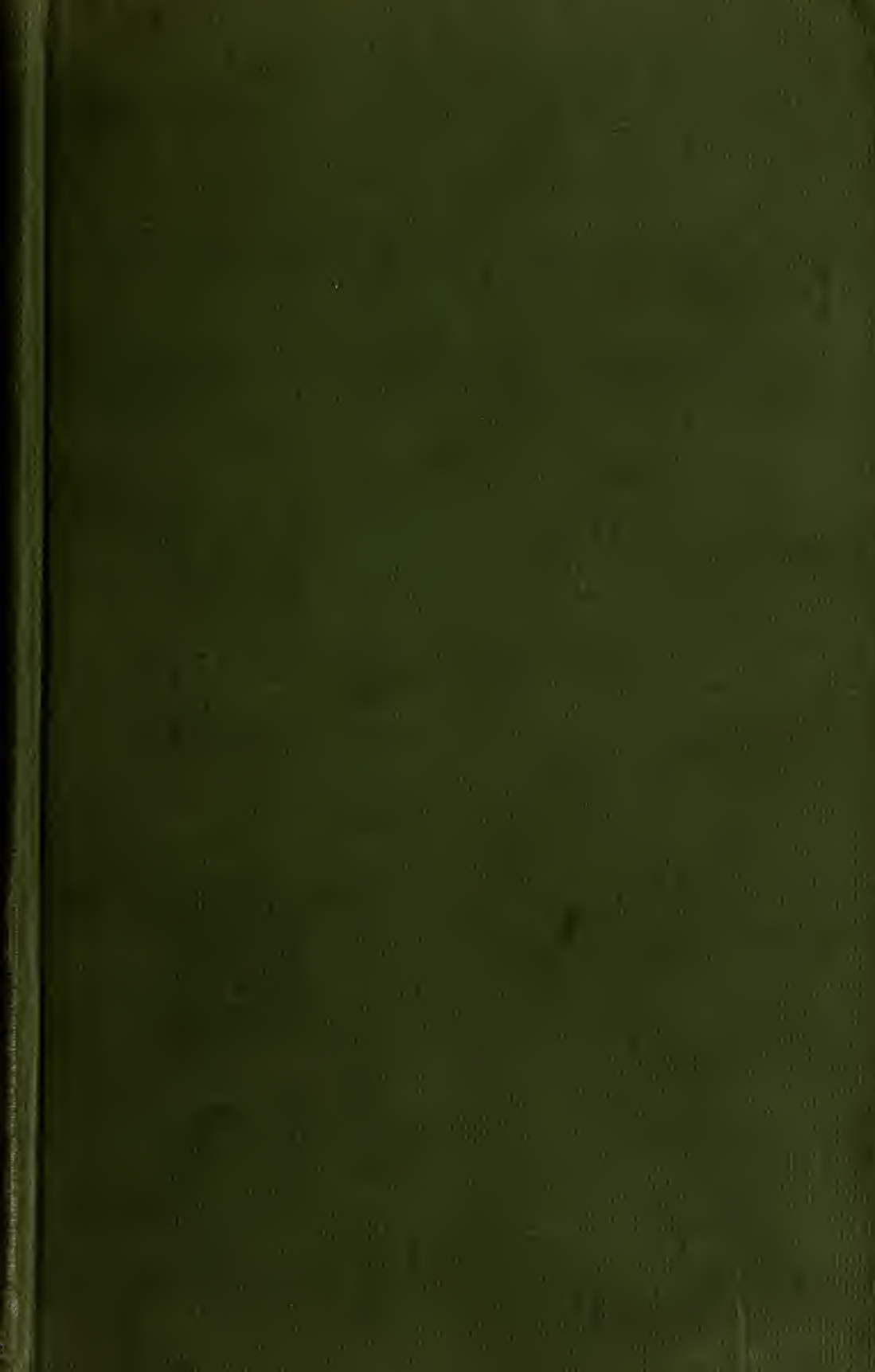




moving ahead
for CHILDREN and YOUTH

program of the National Commission on Children and Youth

Two things about the National Commission on Children and Youth impress me deeply. One is the breadth of its approach to the problems of children and youth. The second is its work habits.

Its professional members represent a wide range of specialized skills. Its lay members come from organizations with a wide variety of economic and social programs.

This Commission's members have created a meeting place where they can pool their thinking about all facets of child life, the whole process of child growth and development, the total person and personality of the child. This across-the-board rather than splinter approach to children's problems has great merit.

I am glad the Commission's sights are high. It is going to take time to achieve its goals—how much time none of us can predict. I am sure the Commission can count on the support of our communities and States in its efforts to create greater security and more opportunities for children and young people.

Oscar P. Ewing

Federal Security Administrator.

moving ahead
for **CHILDREN and YOUTH**

program of the National Commission on Children and Youth

A. I. SUPERINTENDENT OF DOCUMENTS

JAN 16 1950

contents

	Page
Program for children and youth	6
Program for action	8
Adequate family income	8
Good housing at reasonable cost for families with children	11
Health services and medical care	14
Mental health and guidance services	16
Educational opportunities	17
Recreational services and facilities	19
Educational and vocational guidance, and placement services	21
Social services	23
Legal protection for children and youth	26
Opportunity for all children	28
International programs for children	32



The National Commission on Children and Youth was appointed by its chairman and the Chief of the Children's Bureau in 1946 to draw together representatives of National organizations, professional associations, and selected State and local leaders concerned with children and youth. Its members come together in an effort to raise the levels of health, education, and welfare of the children and youth of the Nation so that they may have full opportunity to develop their potentialities and to become responsible and cooperative members of society, and to encourage support of the public and private services needed to realize this objective. It succeeded the National Commission on Children in War-time originally appointed in 1942.

moving ahead

for CHILDREN and YOUTH

IMPORTANT advances for children and youth are being made in the United States. New knowledge is bringing to light better ways of meeting their needs and improving their opportunities. Extension of programs is making services available to increasing numbers of children throughout the States.

A brief discussion of What's New for Children at the January 1948 meeting of the National Commission on Children and Youth pointed out many gains made and the opportunities for further gains.

Full employment, higher wage rates, and greater farm income have enabled more families to earn a better living for their children. Social insurance currently covers more than 38,000,000 industrial workers, providing incomes for families during unemployment and support for minor children who survive insured workers. Better designed houses and planning of neighborhoods and cities are providing parents with more adequate dwellings and communities in which to bring up children.

New knowledge and new skills have brought dramatic reductions in maternal and infant mortality. With the new knowledge

of child growth and development, doctors, nurses, parents, and teachers are able to provide better care and guidance for children and youth. The extension of local health services, including maternal and child-health services, to nearly 1,900 of the 3,183 counties of the continental United States and the building of health centers and hospitals will bring to more and more children the benefits of the new knowledge and new skills. New methods of care are combatting age-old hazards to the lives and health of children. We are saving the lives of many babies born prematurely. Diphtheria is almost conquered. The application of fluorides promises substantial reduction in dental caries in children's teeth. Much can now be done to overcome the handicaps resulting from infantile paralysis even though the means of prevention is still unknown. Programs for the care of children with rheumatic fever are gradually expanding. We are actively seeking ways to meet the problem of children suffering from cerebral palsy.

Both public and private agencies are playing an important role in providing social services for children. An increasing number of counties are making provision for child-welfare services. State consultation and supervisory services are strengthening the child-welfare programs of public and private agencies. Foster-care programs for children who cannot be cared for in their own homes are being extended and improved. Aid for dependent children, jointly financed from Federal and State funds, is now providing monthly benefits for more than a million children in 450,000 families. Constructive programs of service for children as a means of reducing the neglect that may lead to delinquency are being increasingly developed. Treatment programs for children whose behavior is in conflict with community mores are being gradually adapted to meet the individual's need for help toward better social adjustment.

Child guidance clinics are bringing new knowledge of the emotional problems that affect children's behavior and relationships. New knowledge is giving parents and others who work with children better understanding of how they can contribute toward mental health for children.

Recent years have brought fresh realization of the importance of family life for children and of the contribution that fathers

and mothers and other children in the family make to the sense of security and self-confidence of the child through close companionship and constant expression of affection and encouragement.

Many gains have been made in the education of children. School terms are lengthening. More boys and girls are going to high school and on to higher education. School services are being extended through after-hour, Saturday, and vacation programs. Extended learning experiences are becoming a regular part of schooling. The use of audio-visual aids is increasing. More attention is being paid to the development of skills in human relations and group living and to preparation for family life. Problems of social and economic significance are being considered in school classes. The vital importance of the years of early childhood are being recognized and educational opportunities for young children are being provided increasingly in public as well as private schools. There is expansion of the entire field of cultural education as new world concepts make clear the need to understand the mode of life of our own people and others throughout the world.

The voluntary participation of children and youth in informal education-recreation groups having professionally qualified adult leadership is recognized by an increasing number of communities as essential. Both tax and voluntary funds are being provided to cover costs. Despite the gains there are still great gaps in the leisure-time services especially for children and youth in certain minority groups, in low-income sections of cities, and in some rural areas.

Children are being better protected against too early employment and youth are being better safeguarded against hazardous employments. Counseling services to aid youth in preparing for employment and in finding job opportunities suited to their abilities are being gradually expanded.

Greater recognition is being given to the fact that our democracy will not be preserved merely by making certain that our families are secure and our children are healthy, strong, and educated, important as these factors are. Fresh emphasis is being given to the spiritual and ethical development of children in order that they may grow into socially-concerned, unselfishly-motivated adults. The responsibility for this phase of child development

rests primarily with the family supported by the church and the character-building organizations and agencies in the community.

All of these gains have been made through the partnership of the research worker who brings to light new knowledge with professional workers and parents who apply the new knowledge; and in the partnership of families with the community agencies, public and private, that provide services to supplement the care provided children at home.

These gains are real. Our problem is that the benefits of the new knowledge and new skills reach too small a proportion of the children and youth of the United States. As a country, we are moving ahead in some areas of service to children but in other respects our progress is very slow. We are held back by lack of funds, trained personnel, and adequate knowledge for the development of programs. Counting gains is of little value unless it produces a sense of responsibility to determine the extent to which children and youth benefit from the new knowledge and services and a determination to make services available to all children throughout the States, Territories, and Island Possessions of the United States.

We are making steady gains in our understanding of the needs of children and youth and in our putting community services within their reach. Further progress will depend largely on continuing programs of research that will—

1. Increase our basic knowledge and understanding of the physical, emotional, and social growth and development of children.
2. Produce better techniques in providing care and service for children.
3. Assess the effectiveness of laws passed to safeguard children.
4. Evaluate the quantity and quality of services that are being made available to children and youth in our many communities throughout the United States.

The extension of such research and making the results available for the use of professional workers and agencies are essential to strengthening programs in all the fields of service to children and youth.

In our society families are the agency through which the improvement and changes of a technological age are translated into flesh and blood, into personality and accomplishment. Only as family life is sound and happy, healthy and stable, can children grow into worth-while citizens and communities become good places in which to live. The home is the selector and interpreter of the experiences that children have. Only as families work actively with agencies and institutions, contribute financial support, and encourage their children to participate in the activities can progress be made.

The National Commission on Children and Youth at its February, 1949 meeting agreed on points of emphasis in its effort to raise the levels of the health, education, and welfare of the children and youth of the Nation. (See p. 6.) The following pages explain, in brief, some of the important advances that the National Commission believes can and should be made.



program

FOR CHILDREN AND YOUTH

The National Commission on Children and Youth pledges itself to:

Assist national organizations, their State and local affiliates, and members, in their efforts to achieve greater security and more opportunities for children and youth;

Cooperate with State commissions and councils and State and local officials working for children and youth;

Encourage youth participation in planning and developing community services to which young people can make a contribution;

Emphasize the obligation to remove all disadvantages to children that exist because of race or creed;

Stimulate preparation for a Midcentury White House Conference on Children and Youth;

Encourage support of activities in behalf of children around the world through the United Nations and other appropriate organizations;

of the National Commission on Children and Youth

adopted February 4, 1949

Focus public attention on the need for strengthening family life, for developing each child's sense of spiritual and social values, and for extending opportunities and services, both public and private, to the end that there may be available for all children in the United States, wherever they may live—

1. Adequate family income.
2. Good housing at reasonable cost for families with children.
3. Health services and medical care.
4. Mental health and guidance services.
5. Educational opportunities.
6. Recreational services and facilities.
7. Educational and vocational guidance, and placement services.
8. Social services.
9. Legal protection through measures such as those relating to parental responsibility, adoption, guardianship, children born out of wedlock, juvenile delinquency, school attendance, and child labor.

PROGRAM FOR ACTION

Adequate family income.

The earnings of the father or mother or both are the main source of financial support for the children of the United States. The community gives heads of families an opportunity to earn an income by providing employment and a market for the goods and services produced on farms, in business, and in the professions. Social policy for progressive improvement in wages and regularity of employment is of cardinal importance in broad planning for children and youth.

The Federal Government and the States have taken action in certain fields to safeguard earnings. The Federal Government supports farm prices through "parity" payments to farmers when the prices of certain products fall below the level of prices during the base period 1910-1914. The Federal Government likewise maintains a floor under the earnings of industrial workers through the requirement of a minimum wage in establishments producing goods for shipment in interstate commerce. Some States require by law the maintenance of a minimum wage for women workers and minors and 4 States require minimum wages for men. Federal and State laws protecting the worker's right to collective bargaining play an important part in determining family income. Some industries are working toward the establishment of an annual wage. The Government helps workers find jobs through the employment service. Most families have benefited from the full employment and higher wages that have characterized the war and postwar years.

However, the rapid increase in prices during the past two years has more than offset the increase in money incomes for many families. The minimum wages established under the Federal Fair Labor Standards Act and State laws are far too low to accomplish their purpose—the maintenance of minimum standard of living necessary for the health, efficiency, and general well-being of workers and their families. Workers in many industries are not covered by these protections. Many farm workers with inter-

mittent employment and low wages lack legal protections and organization for collective bargaining and are able to earn the least adequate family support. Families and children have everything to gain from a relatively stable economic situation that will provide an effective balance between prices and wages and from legal safeguards that will adequately protect their earning power.

Children in families are seriously affected by the interruption of family income that comes from unemployment, sickness, permanent disability, old age, or death of the wage earner. The Social Security Act of 1935 represented a great advance because it established a system of social insurance under which benefits are paid to workers when they cannot work. Unemployment insurance provides benefits for a limited period when the wage-earner in covered employment loses his job through no fault of his own. Old age and survivors insurance provides for monthly payments for the insured worker during old age and after his death for his wife and children. All the States have workmen's compensation laws which provide compensation for injuries due to industrial accidents and in some States for occupational diseases.

Our present social insurance system is limited in the number of workers included in the amount of benefits paid, and in the type of risks covered. Unemployment insurance and old age and survivors insurance are now available for industrial workers mostly in urban areas. They do not cover the large segment of our population included in the self-employed, agricultural workers, domestic workers, publicly employed workers, or workers employed by non-profit organizations. Workers in small industrial establishments are also excluded from unemployment insurance in most States. The monthly benefits allowed are low and do not meet a reasonable proportion of the actual wage loss. The present programs do not protect against loss of wages due to ill-health and permanent disability not incurred in connection with employment.

Our present public assistance program established by the Social Security Act provides grants to the States for aid to dependent children living with a close relative in his or their own homes, old age assistance, and aid for the needy blind on the basis of matching State funds for these purposes up to prescribed monthly benefits. The aid for dependent children is now in operation in all the States except Nevada, Puerto Rico, and the Virgin Islands. It is limited both in the number of children reached and in the benefits paid. The maximum benefits for dependent children in which the Federal Government will share are lower than for the aged and the blind and no allowance is authorized for the mother or other relative who takes care of the child or children. Federal grants are not available to aid the States in providing general

assistance to families and individuals who do not come under the three groups named. There are many children in these families that from time to time need public assistance.

In practice, Federal grants in some States meet less than half of the cost of the assistance that the States find it necessary to provide for dependent children, the aged, and the blind. For a variety of reasons there are still inequities in the amounts of public assistance made available to persons in similar circumstances in the various States and in some cases as between communities in the same State. The monthly allowances paid in many cases do not meet the acknowledged minimum needs of those who are dependent on public assistance. The rise in the cost of living has aggravated this inadequacy even though Federal and State contributions have been somewhat increased.

For aid to dependent children, the Federal and State payments toward monthly benefits should be sufficient to cover the cost of care for each child. The Federal contribution toward the monthly benefits should be increased to meet as large a proportion of the cost of assistance as is now the case for the aged and blind. An allowance should also be provided for the adult—usually the mother—who takes care of the dependent child. Residence restrictions and certain other limitations in State laws should be eliminated. The requirement that children between the ages of 16 and 18 must be in school to receive aid for dependent children should be removed. Recipients of public assistance financed by Federal and State funds should be assured the necessary medical care. Many States, but not all, provide money to enable parents to secure health services for their children under the aid to dependent children's program.

Under the Social Security Act, limitations in the insurance programs have resulted in public assistance now playing a more dominant role than social insurance in the protection of family incomes. It not only provides for groups not covered by the two social insurance programs, but also must care for those cases where the wage-earner was old or died before the social insurance program was established and must be used for those whose insurance benefits are not sufficient to meet minimum needs. Eventually social insurance should take care of the bulk of the problem of providing against want. Public assistance will still be needed for those who are not protected by social insurance. It will also be required to supplement social insurance benefits when they are insufficient to meet special needs of individuals and families.

The benefits and limitations of these Federal and State programs need to be studied in local communities where families and children live. It is in the community that we can find evidence as to

whether these programs make incomes of families with children more stable and adequate to meet day-by-day expenses. Communities need to know—

What is happening to the low income families that do not benefit from higher wages and that are not eligible for benefits under the present social insurance and public assistance programs?

Are mothers forced to go to work or are children placed in foster care because the monthly aid for each dependent child is too low to permit him to be cared for by his mother in his own home?

What happens to families in need of assistance when they are not eligible for funds under present programs or allowances are insufficient to meet their needs?

The evidence obtained in terms of the need of actual families and children, will enable community groups to judge the adequacy of present safeguards for family income and share effectively in the effort to broaden and extend our programs for safeguarding family incomes.

Good housing at reasonable cost for families with children.

The serious housing shortage in the United States bears heavily on families with children. Young families with small children are the newcomers to the labor market and thousands of them can be found living doubled up with other families, in rooms not equipped as dwelling units, or in dwellings far below acceptable standards.

American families pay for inadequate housing in separation of families, tensions within the family, and children forced out of their homes to find space for their activities. Too many children are growing up without opportunity for family life within their own homes, and without pride in their homes—factors that are important in building their sense of security in themselves, in their families, and in their communities.

Every family needs an adequately constructed and conveniently planned home equipped with facilities for comfortable living that provide separate rooms for sleeping, living, and food preparation,

enough bedrooms to permit no more than 2 persons per bedroom with sex separation for children and separation of children from adults, and a chance for some privacy for each member of the family. Children need indoor and outdoor play space and a dwelling located in a safe and pleasant neighborhood with easy access to schools, recreational opportunities, churches, and other community facilities.

Although urban dwellings may have modern conveniences, they often suffer from poor upkeep and lack of other necessities for family living. Often they are overcrowded and in highly congested neighborhoods. Some landlords refuse to rent dwellings to parents with children. Much of the poorest housing in the country is in the blighted areas of cities. Negroes especially are frequently forced into poorer housing as groups in a stronger position economically, absorb the more desirable dwellings.

Rural homes house half the Nation's children. Modern facilities are often lacking. Many houses, especially for farm tenants, are poorly constructed, and in poor repair. The housing of migrant agricultural workers in camps and temporary shelters often reaches the lowest level in the housing of American families. Dwelling standards for farm families should be comparable to those for urban families.

The housing shortage for some years has been acute and continues to be acute. The high production of housing in recent years has served the population unevenly. Much of the production of both sales and rental housing has been out of the reach of families of moderate and low income. So far as the overall situation is concerned, the number of houses in good condition and only in moderate need of repairs, according to U. S. Census data, improved from 1940 to 1947. But even though the general condition improved, the 1947 survey of the U. S. Census showed that there were still 4,000,000 dwelling units needing major repairs, and 11,000,000 dwellings otherwise in good repair but lacking private baths and toilets.

For low-income families there are no known data that show improvement in the housing situation for this group since 1940. On the contrary, reports show a rise in the number of applications of families desiring to move into public low-rent housing. Public housing eligibility reports, and the rise in the number of family evictions in many cities would indicate that conditions for such families have become worse, rather than improved. Rent control has been the only thing that has enabled some families to keep a roof over children's heads.

While wartime and postwar conditions have contributed to the intensity of the housing problem, both as to shortage and as to

adequacy, the shortages have been accumulating over a long period of years when the volume of construction was less than the net increase in the number of families. The sharp rise in marriages during and after the war brought an increase in the rate of family formation which was far above the rate at which new homes were being added to the supply. The children in these new families are in many cases starting life in homes handicapped by the housing shortage.

The 1940 White House Conference on Children in a Democracy stated,

“In the past, private capital, loans, and traditional ways of financing have provided the funds used in the construction of dwellings. The old ways obviously are not sufficient either for community planning or for financing the housing of low-income families. Since the solution is not likely to be an early general increase in family income great enough to make low-cost housing attractive to private enterprise, it is clear that local, State, and Federal governments must take some responsibility and leadership in this field.”

The country needs housing legislation to provide for urban redevelopment and slum clearance, increased production of low-cost housing of good quality, an increased number of low-rent public housing dwelling units for low-income families, and a rural housing program. For housing encouraged or aided by public action there should be assurance that provision will be made for families with children. In view of the financial situation of some American cities and States, financial aid (aside from the possibility of tax exemption) for housing for low-income groups may have to come primarily from Federal sources.

Pending urban redevelopment, slum clearance, and new construction, we need to make the most of the housing now available. Municipal control over the safety and sanitation of dwellings should be strengthened so that we can keep to a minimum the hazards connected with unsanitary, poorly constructed, and poorly maintained housing. Rent control will be needed to aid in keeping rents within the reach of the low income groups and preventing evictions until enough houses have been built to provide a freer market.

Health services and medical care.

Since the early years of the twentieth century, the United States has been building a health program for mothers and children. Research has found better ways to promote child health. Education of professional workers is providing better health services for mothers and children. Organization of health agencies is bringing health services and medical care to families. Education of parents and others who take care of children is enabling them to make use of the new knowledge and techniques in the daily care of the health of children. Education of children is making it possible for children to take better care of their own health. The Federal grants to States now totaling \$11,000,000 a year and increased State and local funds are extending and improving maternal- and child-health services.

The health services that are needed in every community to aid parents in providing a positive health program for every child are education in child care for parents and prospective parents, prenatal care for expectant mothers, hospital care for mothers and newborn babies, child-health supervision for babies and preschool children combined with nurses' home visits, health services for school-age children, health education in school, school lunches, dental care, and medical and hospital care for children who are sick or crippled. These services are provided in part by public health and education agencies and in part by voluntary agencies and private physicians. It is important that they be available for all children.

Health services for mothers and children should be developed in a setting that provides health services for the whole population. All communities need health and medical services for adults and children, health centers and hospitals, control of communicable disease, and environmental sanitation.

The provision of health services for children is now limited by the lack of local health units in many areas, especially rural areas, and by the inadequate development of maternal- and child-health services in many existing health departments, especially in smaller cities, in relation to the numbers that should be served. More health centers and more hospital beds for mothers and children are needed in many parts of the country. Funds are needed to pay for medical care for mothers and children.

More personnel is needed to staff expanded services, including physicians, dentists, nurses, and other personnel essential to a

child-health program. To meet these staff shortages, opportunities for training must be increased.

Of special importance at present is the development within the maternal- and child-health program of comprehensive health services for school-age children participated in by both school and health authorities—under a program that will insure health education, health supervision and medical, dental, and related care for children and youth throughout their growing years.

It will take local and State funds and effort and increased Federal aid to extend local health units and health services for mothers and children until they are available in every community in the United States.

Since 1936 the Federal Government has also been making grants to States for services for crippled children which now total \$7,500,-000 each year. All of the States are conducting such programs. At the present time there are more than 475,000 children on crippled children's registers. Each year over 100,000 crippled children are admitted to clinic service. The object of these services is to attain for each child the greatest possible degree of physical restoration.

All of the physically handicapped children who need care are not being reached. The numbers of crippled children registered vary from a rate of 4.7 per 1,000 children under 21 years of age in one State to a rate of 24 per 1,000 in another. The variation among States indicates not fewer children in need of care in the States with the lower ratio but rather, to some extent at least, less effort to find crippled children. Thousands of crippled children are on waiting lists with care delayed because of lack of funds. Also the newer programs for care of children with rheumatic fever, cerebral palsy, epilepsy, and certain other conditions exist only in some of the States and reach only a portion of those in need of care. The program for services for crippled children needs more funds, Federal and State, to provide care for more children, both those in need of orthopedic care and those handicapped by other types of crippling conditions.

To be most effective the maternal- and child-health and crippled children's programs must ultimately fit into whatever complete medical-care plan is developed to assure health and medical care for all the people. The health of the father who earns the family income and of the mother throughout the period of child rearing are important to the welfare of children as well as the safeguarding of their own health. However, the expansion of special services necessary to the health of mothers and children must not be delayed pending the decision on a medical care program for all.

Mental health and guidance services.

With their first baby parents begin to put into practice their ideas of child rearing. Education for this parental responsibility begins in early childhood. The experience that children have in growing up in a family is preparation for their own later adult family life. There is an obvious need in our educational system for courses in both grade and high schools designed to enrich understanding of family living and the relationships between members of a family. The physician and the nurse have the responsibility of counseling parents during the pregnancy of the mother and the child's infancy and early childhood on what can be done to assist the child's development. In addition, books and study courses help parents to learn how they can contribute to the emotional growth and mental health of their children.

As the child grows, parents share with teachers and others the opportunity to help the child learn how to get along with people and to deal with life situations. In many communities, both urban and rural, groups of parents are studying how to foster happy and wholesome parent-child relationships through knowledge of the psychological aspects of child development. In some communities counseling service from various agencies is available to advise with parents when difficulties arise for an individual child or youth.

Children with serious emotional problems need the kind of services provided in a child-guidance clinic. Here a psychiatrist aided by a psychologist and a psychiatric social worker studies the causes of the child's difficulties; helps him through personal treatment; and advises the parents on ways of bringing about a better emotional and social adjustment for him. For those children whose emotional disturbance is greater than can properly be cared for on an out-patient basis a few communities have already begun to provide study homes.

The needs of the mentally deficient child can often be best met in his own community by a planned program of education which includes special attention to the social problems faced by the mother and the rest of the family. Thus the number of those who require institutional care can be reduced.

We are at the beginning of a new era of public concern for mental health. We still have too few of the trained psychiatrists and their co-workers to meet the growing demand for service. Not only are more facilities needed for the training of professional personnel but opportunities are needed to include mental health

concepts in the training of all those who deal with children. Education for marriage and family life can be properly given in the high schools so that the best knowledge of how to promote mental health may go into all phases of rearing children. We still need to increase our guidance service for parents and for boys and girls as they grow up so that mental health problems will be dealt with in their early stages.

State and local agencies, public and voluntary, that work in the fields of health, social welfare, education, and recreation are increasingly emphasizing the ways in which the normal development of children can be fostered and the importance of early recognition of the need of individual children for special help.

A great impetus to all of these activities has recently been given through the National Mental Health Act of 1946 which makes available Federal grants to universities to train workers and do research in the field of mental health as well as grants to the States to promote community services in the mental health field.

These services as they become more widely available will bring new aid to parents who continue to have the primary responsibility and opportunity to guide their children towards mental health.

Educational opportunities.

Good educational opportunities for its on-coming generation of citizens are a prime necessity in a democracy. No public responsibility is more widely accepted in the United States than the obligation to provide schooling for children and youth—a responsibility that has been placed on local communities. The financial resources of local communities are so unequal in relation to the numbers of children for whose education they are responsible that the States have long recognized the necessity of making State grants to local school districts in an attempt to equalize educational opportunity. States, themselves, are not equal in financial resources. Federal aid for education is essential if schools in some of our States and Territories are not to fall below a minimum standard accepted as essential throughout the United States.

Inequalities in our present school system are glaring. Some States permit children who have completed no more than the 5th or 6th grade to leave school for work. In some school districts school terms last 7 months a year or even less. School attendance is interrupted to permit boys and girls to do agricultural or other

work. More than 1,600,000 of the boys and girls of high school age in 1947-48 were not in school. Low salaries for teachers have seriously reduced the force of qualified teachers. Even in the school year 1947-48 there were still about 100,000 teachers—about one out of every eight teachers—on sub-standard emergency permits.

During 1947 more than two-thirds of the States and many communities increased their support of education. In nearly every case this involved higher pay for teachers but these increases have been almost cancelled out by the rise in the cost of living.

The future demand for schooling is going to be greater. Because of the high birth rate during and following the war, it is estimated that as a Nation we will have some 6 million more children 5-17 years of age in school in 1953-54 than we have at present. More boys and girls are going through high school than heretofore. As the value of nursery school education is being increasingly recognized, parents are urging provision for nursery schools. More States should be making provision for the education of physically and mentally handicapped children who cannot participate to full advantage in school programs designed for normal children.

The enriched curriculum and the increase in services essential to the development of a well-rounded school program are also increasing the financial burden on local school districts. But, even though school costs are rising, such expenditures are good investments from the national standpoint because they equip young citizens to support themselves and later their families, to contribute to the productiveness of the country, and to take a responsible part as citizens in facing the problems with which the United States and the world must deal now and in the future.

Many boys and girls cannot afford to go through high school. For the same reason many well-qualified young people cannot go to college or take technical or professional training. The loss is not theirs alone. America needs to make use of the full capacities of all its citizens. It can ill afford to lose potential capacity through failure to provide educational and training opportunities.

The President's Commission on Higher Education reporting in December 1947 recommended free education through the fourteenth grade, financial assistance to competent students in the tenth through fourteenth grades who could not otherwise continue their education, reduced tuition and student fees in universities, and scholarship and fellowships to deserving students in senior colleges and professional schools.

Federal aid for education is not something new. It has been available in one form or another since early in the history of the

country. At the present time such aid is granted to States for vocational education and for agricultural and home economics extension. It is also granted to individuals under the GI educational aid program and Federal-State aid is available for training needed to fit a disabled person for employment. The proposal now before the country calls for Federal grants to the States for aid to elementary and secondary education for the purpose of insuring sufficient financial resources so that each school district can provide an acceptable minimum of schooling for its children.

Libraries are an essential part of our educational system. Making books, pamphlets, films, exhibits, and discussion groups available to youth is a library service which is important not only in connection with school work but also for the free exploration by which youth acquaints himself with the accumulation of thought, knowledge, and experience that each generation offers to the oncoming generation.

Many of our cities have libraries with neighborhood branches which are easily accessible to families and children and have close working associations with schools. Some of our counties have excellent library facilities in buildings and on wheels.

Many other counties lack library facilities entirely. Public library service on a country-wide basis is far from being realized. In 1946 expenditures for library service ranged from 3 cents per person in one State to a high of little more than \$1.00 per person in only 2 States and the District of Columbia. The standard for minimum library service recommended by the American Library Association is \$1.50 per person a year. Every State has a State library agency which is of value to local libraries and schools. However, only 20 States are appropriating funds for direct cash aid for local public libraries.

A bill to authorize grants to the States for public library demonstrations in areas that either have no library service or have inadequate facilities was before the 80th Congress but was not enacted. Similar legislation was introduced in the 81st Congress.

Recreational services and facilities.

Play and recreation are important factors in the lives of children and youth.

Wherever children and youth live, they should have a place to play. Whether it is a school ground or a playground under park or recreation agency auspices, it should be equipped for year-

round use and lighted for evening activities. Neighborhood playgrounds must be supplemented by district and regional areas equipped for field sports, swimming, picnic, hiking, camping, and other activities requiring large open spaces. These facilities are essential for the work of both public and voluntary recreation agencies. Trained leaders are necessary to help children and youth make the best possible use of such facilities.

Opportunities for individual choice of interests and hobbies should be available to children and youth. Games, reading, crafts, music, art, and drama are valuable for individual development. Boys and girls also need group activities as a part of their personal and social development. Youth centers, clubs, participation in the activities of youth-serving agencies, schools, and churches, youth councils, and service on committees in community organizations answer this need. Youth leaders must be trained to understand and to use the relationships among members of voluntary groups and their leaders to help young people develop into healthy, mature, self-reliant, self-disciplined, socially responsible citizens.

The extension of recreation services is especially needed in small towns, in neglected neighborhoods of cities, and in children's institutions. Programs should provide recreation for migrant families, minority groups, and children with mental, physical, and emotional handicaps. Additional recreation facilities should be planned for older adolescents who are not now as well served as younger children.

A variety of agencies and organizations in a community may provide opportunities for leisure-time activities: (1) agencies supported by tax funds; (2) agencies supported by voluntary funds; (3) agencies or organizations supported by membership; (4) commercial organizations.

Tax supported agencies may include recreation commissions or boards, city and county park commissions, and boards of education. Private agencies may include youth-serving groups of national or community scope, social settlements, community centers, etc. Museums, libraries, schools, churches, and civic organizations also contribute to such programs.

All of these agencies and groups have a contribution to make to a well-rounded community recreation program. All should have a part in its planning. The structure for such planning may take the form of an overall recreation planning council or committee, representing all groups concerned, including public and private agencies, civic, and commercial interests as well as parents, employers, labor organizations, and youth themselves.

Planning groups are increasingly interested in establishing public responsibility for recreation in State and Federal govern-

ments as well as in municipal governments. In the light of the historical development of leisure-time services in this country, this is a significant trend. Formerly organized recreational services were considered the responsibility of voluntary and tax-supported agencies in the local community. A number of States, through legislation or executive order, have moved toward the establishment of a State department, division, or bureau of recreation.

There is need for making recreational opportunities available to the children and youth throughout the United States. To accomplish this will require (1) adequate planning for recreation by public and voluntary agencies directed toward services to all children and youth; and (2) assumption of public responsibility for the development of recreational opportunities, with Federal and State agencies giving advisory services on the development of community recreation programs.

Educational and vocational guidance, and placement services.

The transition from school to work is one of the most decisive steps taken in life. Young people need help in choosing and in training for suitable vocations as well as job opportunities and the prospect of good working conditions.

Each year a million and a quarter young workers under 21 years of age enter the labor force of the United States. In all there are about 6 million boys and girls under 21 in the labor force. These 6 million boys and girls constitute about two-fifths of the 15 million boys and girls who are 14 through 20 years of age and about one-tenth of the total working population. Some of these young workers are continuing their education and working part-time. Some have severed school ties all together. Not more than a fifth of our young people enter college; only about half graduate from high school; and one-seventh get no more than an eighth grade education.

The majority of boys and girls enter the world of work with little realistic appreciation of the opportunities it offers for their talents, skills, and interests. For most of them, progress toward successful and satisfying work as adults depends upon trial and error. Too often, communities are unaware of what is happening to these young people unless a problem of juvenile delinquency or mass unemployment of young, untrained and inexperienced workers forces them to consider the needs of youth.

Counseling and placement services using facts about job opportunities and tests of individual abilities have increased greatly in the past 10 years but are still inadequately developed and used. They can be of great service to young people and their employers in dealing with problems of vocational adjustment.

Such counseling and guidance is available to a limited extent from the schools and the employment service and, for disabled youth, from the vocational rehabilitation service. These services should be extended so that they become available to all urban and rural youth.

All young people and their communities need these services. Boys and girls take the first step in their choice of a vocation when selecting courses in school. The next and even more decisive step occurs in the transition from school to work. During this important period a great proportion of our young people fail to receive competent vocational guidance and placement service.

Schools are responsible for equipping boys and girls to go to work. Their educational and vocational guidance programs, as well as their training facilities, should be greatly increased and improved to help youth enter employment intelligently. State employment services should be supported in their efforts to provide more counseling and placement service for young people by qualified and trained staff.

Research on market and occupational information and the development of technical tools that can be used in solving problems of vocational adjustment require nation-wide resources. Federal participation is needed in such activities if essential facts and approved techniques are to be available for use and adaptation by States and local communities.

The conditions under which young people work are as important as guidance and placement services for them and as opportunities for employment when they are ready to work. Only a few States provide employment safeguards adequate in all respects for young workers.

Before going to work boys and girls need an opportunity to obtain the schooling that will enable them to take their rightful place as citizens. Minimum age provisions in child-labor laws help provide a period free for schooling, while school attendance laws require attendance at school. Too limited schooling makes a child less able to earn a good living when he is grown and less capable of developing a useful and satisfactory life. Employment at too early an age—child labor—not only interferes with a child's schooling but it may adversely affect his health and physical development, assets essential to him as a self-supporting adult.

The health and welfare of many working boys and girls are

endangered by too long hours of work, by employment at night, or by jobs involving serious hazards or dangers. Young workers are more likely to be injured at work than adults, and the injury is likely to be more serious. This special liability to injury results from the young worker's immaturity, his natural curiosity, his lack of experience.

Boys and girls need legal protection and supervision of their working conditions during their first working years. In school the major concern is the interests of the child. On the job the major objective is the employer's interests. Protection of the young worker is dependent upon good child-labor legislation well administered.

Essential safeguards for young people who are entering the labor market include: A basic 16-year minimum age for employment when school is in session, with no employment under that age in factories at any time; a 14-year minimum age for work outside school hours with employment certificates required until 18; regulation of hours and protection from hazardous occupations, up to 18 years of age. Eighteen States have substantially provided these protections for young industrial workers but few States extend such protection to young workers in industrialized agriculture. The child-labor provisions of the Federal Fair Labor Standards Act need to be strengthened to extend its safeguards to young workers in certain interstate industries not now covered and to children employed in agriculture.

Every community needs to find out (1) how young a child is permitted to leave school and go to work; (2) how adequate its school vocational guidance service is; (3) how many of its young people are leaving school before they finish high school; (4) what causes young people to drop out of school, what happens to them when they do, and how the school program can be revised to hold more boys and girls and equip them for satisfactory vocational progress; (5) what are effective methods for making school guidance programs lead to counseling and placement services available to youth when they leave school; and (6) what are the conditions under which young workers are employed.

Social services.

Today hundreds of thousands of children face difficulties or live under home conditions that make necessary some form of service from the community to insure their well-being.

During the last half century both public and private agencies have contributed to the improvement and expansion of social services to aid and protect children. At first most of these services were in the form of care of children away from their own or relatives' homes. Increasingly there arose an appreciation of the desirability of preventing family breakdowns and of the importance of helping children to remain in their own homes wherever possible. Recognition grew of the need for expansion of public provision for child-welfare work, especially to meet the needs of children in rural areas where private agency services frequently were not available.

Since 1935 under the Social Security Act, the Federal Government has made grants to State public welfare departments to aid in the development of child-welfare services especially in rural areas and areas of special need. State and local governments have also increased their appropriations for child-welfare services.

The Social Security Act states that these Federal funds are "to extend and strengthen" public child-welfare services and "to pay part of the cost" of local social services to children. This wording of the Act has made it possible for Federal, State, and local governments to work together in developing the total child-welfare program in the States. As a result there has been a great development in the kinds of service being rendered and in the types of children being served. It is generally recognized now that there are many children in need of care and protection who are not in economic need. Consequently many public welfare agencies are recognizing their responsibility to insure the protection of children whatever their type of need. Because children's needs vary, many different resources for their care are required. The development of the various facilities to meet their needs is one of the goals many States and local agencies have set for themselves.

Extension of both public and private services are necessary in areas where adequate resources do not exist. However, it is apparent that if we are to approach a Nation-wide program of social services for children it will be necessary to develop a comprehensive program of child-welfare services within a broad program of public welfare in each State.

All communities have families who need help in coping with their children's difficulties. Many children suffer from family frictions and lack of adjustment to other members of their families. Others are children who are homeless, children whose homes are broken, children who are dependent and for whom support or care is needed, children who are neglected. Some are runaways, some are children with mental or physical handicaps for whom treat-

ment and care must be arranged. There are children with behavior problems, unmarried mothers—many of whom are still children—and children born out of wedlock, and other children in difficulties. Service to children with special problems require workers with skills and training in the field of child welfare. It is necessary therefore to have as child-welfare workers, social workers who have developed these skills through professional education and experience.

The child-welfare worker is a social worker skilled in service for children who can advise parents, who knows the community resources for children, and who can arrange for the type of service each child needs. On the basis of her experience with individual children, she confers with agencies and community groups on the ways and means of improving the community resources for children and correcting the social conditions that create child-welfare problems.

County public welfare departments are slowly increasing the staff devoting full time to child-welfare services. In addition, such agencies frequently have workers engaged primarily in other public welfare programs who devote part of their time to services to children. Despite the increase in the number of workers, the Nation-wide situation is one of acute scarcity of child-welfare workers generally and of concentration of the majority of workers in a few States and in large cities. Public child-welfare programs in June 1948 showed 2,800 full-time child-welfare workers and 2,800 general welfare workers primarily responsible for other welfare programs who were devoting part of their time to child welfare. Of the full-time workers, one-half were employed in 7 States having approximately one-fourth of the child population of the United States. Only about one out of five of the 3,183 counties of the United States including the Territories and Island Possessions had the full-time services of one or more public child-welfare workers.

Every State has a department with responsibility for public welfare and, with a few exceptions, a child-welfare division within the State department. This division is usually responsible for providing leadership in developing the child-welfare program on a State-wide basis, administering or supervising county and local public child-welfare programs. It also carries other child-welfare responsibilities of the State agency under State laws, as, for example, licensing and supervision of child-placing and child-caring agencies and institutions, and protection of children available for adoption, children born out of wedlock, and children who are without proper guardianship.

The annual appropriation for Federal grants to the States for this program now totals \$3,500,000. The National Commission on Children in Wartime in 1945 recommended that sufficient Federal funds for grants to the States for extending and improving child-welfare services should be made available so as (1) to make possible State-wide coverage within 10 years, (2) to provide necessary resources for special care for certain children including provision for foster care primarily in foster family homes, temporary care as needed, specialized services to improve the programs of children's institutions, day-care services for children whose mothers are employed or whose home conditions require such services, provision for returning non-resident children to their homes, and (3) to provide for cooperation with appropriate State and community agencies in improving conditions affecting the welfare of children.

Legal protection for children and youth.

Under our Constitution protection of the rights and well-being of children rests principally with the States. Each State has developed a body of laws that recognize certain rights of children, that regulate how certain services shall be performed, that require certain services for their protection, and that prohibit practices that would be injurious to them.

Periodically, each State needs to review its children's laws to make sure that they provide for a well-rounded program of services and safeguards for children and that the requirements and procedures included in various laws are in accord with current knowledge and administrative experience drawn from the State itself, from the experience of other States, and from research in child growth and development. A number of States are working on the revision of their children's laws through children's code commissions or similar working groups. These States include Arkansas, Colorado, Florida, Georgia, Illinois, Kansas, Mississippi, Missouri, Nebraska, North Carolina, and Oklahoma.

State laws concerned with children cover a wide range. Among them are: (1) laws establishing, authorizing, and financing public agencies and institutions, juvenile and family courts, and detention homes, to serve children; (2) laws providing for the licensing and supervision of private agencies and individuals providing for the care of children; (3) laws safeguarding the health of children; (4) laws safeguarding the welfare of children in relation to birth

registration, parental responsibility, adoption, guardianship, neglect, birth out of wedlock, delinquency, school attendance, child labor, and health and safety protection for young workers.

Laws drafted in accordance with national standards developed in the light of the best State laws and experience will bring a desirable uniformity—a uniformity that will protect children with substantial equality in whatever State they may live. The passage of a law is only the first step in attaining the standards sought. Administrative agencies, State and local, must be given funds and staff to make the laws known to those who should observe them and to take the necessary steps to enforce them in cases where they are wilfully disregarded.

OPPORTUNITY FOR ALL CHILDREN

The National Commission on Children and Youth recognizes as a cardinal principle in our democracy that all children should have care, protection, and opportunity for a fair chance in life, and that community services and assistance, when required, should be available to all without discrimination of any kind, whether on the basis of race, creed, color, sex, or other circumstance.

American parents are ingenious in seeking ways of giving their children a good start. But society must assume the obligation of aiding families when necessary to support their children, and of making sure that when the child cannot be cared for in his own home, the best possible substitute care is provided.

In every community all children should have access to health services and medical care necessary for their physical and mental health and development. Schools and other educational opportunities should be available to all children and youth—schools that will help them develop to the full their interest, skills, and understanding of how to play their parts in family life, in making a living, and in civic affairs. Children and youth should find in their homes and communities many opportunities for voluntary participation in informal educational and recreational activities “through which their elemental desire for friendship, recognition, adventure, creative expression, and group acceptance can be realized.” As children grow, many times their parents and the boys and girls themselves need social services to help them in analyzing problems that arise and in drawing upon community resources to meet their individual needs. As boys and girls approach adult responsibilities they should be able to obtain training suited to their skills and capacities, vocational counseling and placement service.

To make these opportunities available to families and their children the community must have not only the workers to man public and voluntary services but also the facilities in which the services can be performed—health centers, clinics, hospitals, schools, libraries, playgrounds, ball fields, camps, foster family homes, children’s institutions, detention homes, juvenile courts, and probation and parole services, among others. To safeguard

the child's rights to growth, development and opportunity, State legislatures have passed laws placing responsibilities upon parents and upon communities for seeing that the child has a fair chance to develop his full capacities as he grows to maturity.

All children in the United States do not have equal opportunities. This is partly because we have been going through a long process of learning what the essential opportunities for children are. Frequently, individuals and voluntary agencies have led the way in discovering what needs to be done for children and how it can be done. When some new service was needed, agencies have been set up to render that service. However, some communities are slower in meeting children's needs than others. Some do not have sufficient financial resources to go ahead as fast as they would like. Seldom do public agencies have sufficient funds to make service equally available in all areas or for all children and youth. And always the specialized services for children and youth can spread only as fast as workers can be trained.

The process of attaining equal opportunity for all of our children and youth throughout the country will always be incomplete. New knowledge constantly points ahead to new advances.

We lag so far behind in the services that we make available for children in certain groups and in some areas we must continuously face the question, "What children are we not reaching?"

In many rural areas children have fewer health services, poorer schools, less recreational opportunity, less social and vocational counseling and guidance, than in cities or in other rural areas more favorably situated with respect to economic and social resources.

Negro children and youth are less well served than other children. Many of them live in rural and urban areas where financial resources to provide services for children are especially limited. However, in such areas as well as in areas with greater resources often less of the available funds are used for services for Negro children than for white children. Insufficient health services, poor schools, inadequate recreational programs, lack of institutional facilities or less use of existing facilities for their benefit are characteristic of the lot of Negro children in many communities. Their families also are frequently handicapped in providing a stable, secure, and happy home life for them. Inequality in training and job opportunities and unequal pay for equal work result in low incomes for Negro families. Restrictions on the areas in which Negroes can live results in overcrowding and the use of substandard housing. But all along this broad front progress is gradually being made in many fields and in all geographic areas because of the growing consciousness that no community should be satisfied so long as any child lacks opportunity for development.

American Indian children in some parts of the country are often outside of the State and community programs of services for children. They do not always benefit even from the Federal grants to States for children's services. Nor are the services provided for them on reservations always as well financed and conducted as for children in more favored areas. The problem of providing for them is complicated because of treaty rights and exemptions from local and State taxes that finance services for children. Such complications must be unraveled and a way found to provide these children and youth with the services and opportunities that are provided for other American children and youth.

Children of Spanish speaking families that have come from Mexico often have less opportunity than other children because their families have low incomes. The fact that often the children know little English retards their progress in school. Many of the communities in which their families live do not have well-developed programs of community services for children.

There is a growing group of agricultural migrants in this country who are largely responsible for the high quality of fruits and vegetables that we find in our markets the year around. Many of these migrants move from place to place in family groups and their children often labor on the crops. Our States and communities have not yet built up a system of assuring to these migrant families the protection and services that are available to the permanent residents of communities. Frequently, mothers have little care at the time of childbirth, children have no health services and little schooling, and no access to community recreation facilities. Their families are housed in unsanitary shacks and camps, often without adequate protection from the weather. Although some progress has been made, the problem of providing living conditions and community services for these families comparable to those we consider essential in a good American community has not yet been attacked with sufficient vigor by communities, States, or the Federal Government.

Children in our Territories and Island Possessions do not have all the benefits we like to believe come from being a part of the United States. Some of these areas have serious economic difficulties that limit their resources for providing services for children. Both Alaska and Hawaii usually benefit from Federal aid programs in the same way as do the States. Puerto Rico and the Virgin Islands although they now receive grants, as do the States, for maternal and child-welfare services under the Social Security Act, and grants for public health programs, do not receive grants for aid to dependent children nor for the other public assistance programs. Even though great progress has been made, in 1947

there were still 46 percent of the children of school age who were not in school because of lack of classrooms and teachers.

In many of our communities some children are cut off from opportunities necessary for their growth and development—opportunities that are available to other children in the same community. Usually this is related either to the economic situation of the parents or of a whole area. Or the children may belong to a group that is not fully accepted in the neighborhood. Some children have physical or mental handicaps requiring special care or education and these are not available. Or, it may be that the community for financial reasons or for other reasons is slow in providing the schools, playgrounds, health services, social services, and youth services, that are needed to give all its children and youth opportunity to develop to their full capacity.

These are the children in America who are not getting a fair chance for a good start in life, whose needs must be recognized, and for whom special effort must be made to improve the circumstances of their lives at home and in the community. They must be reached not only for the sake of their own happiness and success but also because of the constructive contribution that they can and should make to the life of the community and the Nation.

International Programs for Children

During the war children suffered greatly in the war-devastated areas. Since the war many still lack adequate food, clothing, shelter, medical care and education. The United States is making substantial contributions for relief and recovery programs in a number of countries. Many voluntary agencies and private organizations and large numbers of private individuals are aiding through the contribution of food, clothing, and special services.

The Economic and Social Council of the United Nations reviews the activities of the specialized agencies and, with aid of its Social Commission, prepares recommendations for the General Assembly on activities in the social welfare field to be carried on under the direction of the Secretariat through its Department of Social Affairs, or through agencies set up for special purposes such as the International Children's Emergency Fund.

The International Children's Emergency Fund established by the General Assembly in 1946 is the agency of the United Nations responsible for helping countries provide supplementary food and other assistance for the benefit of children. Its funds come from Governments and from individuals. Up to December 1948 the Fund had received \$70,000,000 from 27 governments in contributions and pledges, \$30,000,000 from the residual assets of UNRRA, and \$10,000,000 from voluntary contributions under the United Nations Appeal for Children. The United States had appropriated \$75,000,000 for the fund on a matching basis of \$72 from the United States for every \$28 from other Governments.

The Fund during its second year helped to provide a daily supplementary meal to approximately 4,000,000 children in 12 European countries: Albania, Austria, Bulgaria, Czechoslovakia, Finland, France, Greece, Hungary, Italy, Poland, Roumania and Yugoslavia. It provided materials for clothing, diapers, shoes, and institutional supplies. Aid to German children included cod-liver oil for a million children each day and wool and cotton for underwear and leather for shoes for 250,000. In the middle East 350,000 mothers and children among the Arab and Jewish refugees were receiving a nourishing meal each day. In China feeding programs were begun in 7 cities in both Government and nongov-

ernment controlled areas. A mission stationed in the Philippines was arranging aid for children in India, Pakistan, Ceylon, Burma, Indo-China, Indonesia, Siam, the Philippines, Hongkong, Singapore and other British Territories.

The UNICEF program is bringing to light the needs of children throughout the world. It is calling forth cooperative effort on the part of many governments and of other United Nations agencies, notably the World Health Organization and the Food and Agriculture Organization. It is indicative of the continuing need to place first the interest of children in each country and in international programs.

Significant social welfare programs are carried on by the United Nations through the Division of Social Affairs of the Secretariat. These include: (1) A fellowship program for training social welfare personnel; (2) provision of advisory welfare services upon request of governments; (3) a series of studies relating to methods of providing expert advisory services to help organize social services; and (4) studies relating to how a long-term welfare training program of assistance to governments may be established. Under this program, two seminars were conducted in South America, in 1947 to which the countries in this region sent representatives.

The United Nations is continuing the former program of the League of Nations in the fields of child welfare and social services.

The Economic and Social Council in August 1948 approved the recommendation of the Social Commission that since the major gap not covered by a specialized agency is the area of family, youth, and child welfare, this area should become the primary responsibility of the Social Commission and the United Nations Secretariat.

The specialized agencies affiliated with the United Nations whose programs are of importance in relation to child welfare include the following: International Refugee Organization, International Labor Organization, Food and Agriculture Organization of the United Nations, United Nations Educational, Scientific, and Cultural Organization, and the World Health Organization. The United States is a member of each of these organizations and is in a strategic position to help develop strong programs of far-reaching benefit to the children of the world.

The International Refugee Organization, financed by member governments, is responsible for making provision for war-displaced persons—children and adolescents as well as older persons—either returning them to their own countries or arranging for their settlement in other countries. Congress in June 1948 liberalized our immigration law to permit the entry during a two-year period

of a limited number of such displaced persons including 3,000 orphans, as non-quota immigrants. The act as passed had certain eligibility restrictions which may be liberalized by later legislation. The World Health Organization at its first Assembly held in the summer of 1948 voted to include "maternal and child health" as one of the 6 subjects to be given priority in the work of the organization.

The United States is also a member of the American International Institute for the Protection of Childhood with headquarters in Montevideo, Uruguay. It has been represented at all the Pan-American Child Congresses held since 1924, including the Ninth Pan-American Child Congress held in Caracas, Venezuela, January 5-10, 1948. Through these organizations, together with the Pan-American Union and the Pan-American Sanitary Bureau, the United States is cooperating in the improvement of conditions of child life in the Americas.

Under an act of 1939 the President is authorized to use the services of Federal agencies in carrying out reciprocal undertakings for cooperative purposes under agreements with the other American Republics. This program is under the auspices of the Interdepartmental Committee on Scientific and Cultural Cooperation of the State Department and is carried on by the cooperating Federal agencies. It includes, for example, the Children's Bureau program under which consultants on child health and child welfare are sent to other American Republics on request and students and experts from these countries are brought to the United States for study.

The United States Informational and Educational Exchange Act passed in January 1948 made possible a comparable program of scientific and cultural cooperation between the United States and countries in other parts of the world.

In the Pacific area the United States has the opportunity of aiding the Philippines in developing its programs for children and of promoting the welfare of the children on the 650 islands formerly mandated to Japan but now placed under the trusteeship of the United States by the United Nations.

Organizations in the United States can give valuable assistance to these programs that will benefit children the world over. The primary service that they can render is the education of their members on what is happening to children in each country and what needs to be done for their benefit. Explanation of the programs of voluntary agencies and of international organizations is also useful. Participation in international conferences, as opportunity offers, will bring common understanding of what the world

needs to do for children. Measures will come before Congress requiring legislation or appropriations that both directly and indirectly relate to children. Public understanding of the issues will have weight in the making of constructive decisions. There will be continuing opportunity for organizations and their members, in various ways, to contribute funds, supplies, and service to make life safer and better for children in other lands.

The National Commission on Children and Youth is pledged to encourage the support of children around the world through the United Nations and other appropriate organizations.

National Commission on Children and Youth

Appointed by the Chairman of the Commission and Chief of the Children's Bureau

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Second Vice Chairman: JOHN P. HUBBARD, M.D.
Third Vice Chairman: ESTHER MCGINNIS
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